

## LESSON SIX

### **Core Learning Goal: 1**

The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems.

### **Expectation: 2**

The student will evaluate how the United States government has maintained a balance between protecting rights and maintaining order.

### **Indicator 1.2.2**

The student will analyze legislation designed to protect the rights of individuals and groups and to promote equity in American society.

#### **Assessment Limits:**

- ? **Legislation which addresses** *minority rights, such as civil rights acts, affirmative action legislation, Indian reservation policies, and **immigration policies**.*
- ? *Legislation will focus on the twentieth century.*

### **Overview:**

In this lesson students will analyze legislation on immigration policies. Teachers should utilize texts or internet websites to locate the necessary information, and may substitute other laws for those included on the Student Handout.

### **Lesson Objectives:**

Students will examine United States immigration policies.  
Students will assess the impact of immigration legislation on United States citizens and on immigrants.

### **Materials:**

Student Handout: **Immigration Legislation**

Teacher Resource: **Immigration Legislation**

Useful websites:

[www.findlaw.com](http://www.findlaw.com)

[www.theodora.com](http://www.theodora.com) (Immigration and Nationality Act)

[www.speakout.com](http://www.speakout.com)

[www.ins.gov](http://www.ins.gov)

### **Procedures:**

1. Ask students which of these statements they agree with:  
“Today’s complicated immigration laws betray the American tradition of being a land of opportunity for new immigrants.”  
OR  
“Today’s immigration laws protect the economic opportunity and high quality of life Americans work hard to maintain.”  
Discuss how people traditionally felt about immigration. Point out that most students have ancestors who at one time traveled to this country.
2. Inform students about the history of immigration quotas. Then use the information below to explain the importance of immigration today:  
Both Al Gore and George Bush made immigration policy a campaign issue. Bush campaigned saying he would speed up the naturalization process and proposed splitting the Immigration and Naturalization Service (INS) into two agencies. Al Gore favored reforming the INS as well, and pledged to help migrants who had lived in the United States since 1986 to become citizens.
3. Tell students they will now be examining immigration laws to determine whose rights are being protected, and if they promote equity. Distribute the handout **Immigration Legislation**. Instruct pairs or small groups to analyze the legislation and complete the chart. Use the Teacher Resource information to monitor student progress.
4. Debrief the activity by comparing each groups’ findings. Ask students to explain whom a particular piece of legislation affects with specific examples from the legislation. Have students reexamine their responses to the opening statements, asking what have they have learned that might change or support their original opinion.

### **Assessment of Indicator**

Have students answer this Brief Constructed Response item:

- ? What rights and protections are given to immigrants to promote equity in United States society?
- ? Does granting these rights and protections to immigrants result in United States citizens having to give up some of their rights and protections? Explain.
- ? Include details and examples to support your answer.

Use the Social Studies Rubric to score student responses.

## Teacher Resource Sheet

### Immigration Legislation

Legislation	Impact on Immigrants	Impact on U.S. citizens
<b>Immigration Reform Act of 1965</b> Ended immigration quotas based on national origins.	Some nations sent more immigrants to the U.S.  Immigrants could bring family members over.	More immigrants competed with citizens for jobs and housing.
<b>Immigration Reform and Control Act of 1986</b> Offered immigrants living in the U.S. without the required paper work a chance to become legal residents.  Tightened border security and fined employers who hire illegal immigrants.	Some immigrants became legal residents.  Some immigrants were fired from jobs and some were deported.	More jobs might be available to U.S. citizens.
<b>Personal Responsibility and Work Opportunity Reconciliation Act of 1996</b> Prohibited current and future legal immigrants from receiving Social Security benefits or Food Stamps until they become citizens (some exceptions).	Many immigrant families had less food and benefits.	Fewer citizen tax dollars go to Food Stamp programs. There might be less demand for Social Security benefits.
<b>Anti-Terrorism and Effective Death Penalty Act of 1996</b> Gave aliens the right to counsel at immigration hearings. If they can't afford it counsel will be appointed.  Allowed evidence to be introduced without being made public or giving the defendant the right to see it if there is a national security risk.	Lawyers represented aliens in immigration court proceedings.  Due process was denied to aliens.	Some citizens approve of extending due process rights.  Citizens may feel more secure.

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